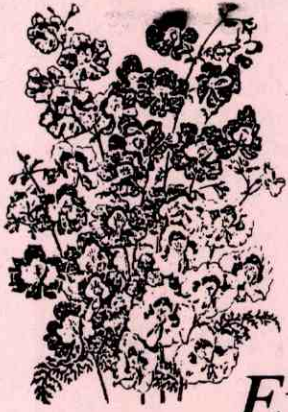


May 26, 1987



# SPRING 1987 GRADUATION CEREMONY

*Everyone is cordially invited  
to the  
Spring 1987 Graduation Ceremony*

*Wednesday, June 3, 1987  
1930 hours  
In the Gymnasium*

*Faculty and staff are requested to meet in the Lower Cafeteria at 1900 hours to be in the processional.*

*A small reception, honouring the graduates, will be held in the Upper Cafeteria at the end of the program. This reception is hosted by the Student Society.*

## IN THE HAT

Notices  
A Career for People Who Care  
Interlock  
Innovation Abstracts  
The Cutting Edge of the Law



## POLICY A.02.01.06

It has come to my attention that my memorandum of April 19, 1985, somehow surfaced as a policy, rather than an administrative edict, and is therefore entombed in the policy manual. The original memorandum was not a policy, but a directive with a prescribed time limit, which has been cancelled as per my memorandum of April 16, 1986.

Please remove the document A02.01.06 "Interim Faculty Staffing Strategy" from your policy manual.

*Bill Day*

## DE BONO TELEVISED LECTURE

The ACCC sponsored de Bono Teleconference will be held in the Douglas College Performance Theatre on Tuesday, June 2 at 10:30 A.M.

Dr. Edward de Bono is regarded as the world's leading authority in the field of conceptual thinking. He originated the concept of lateral thinking which is now officially recognized in the Oxford English Dictionary. He was a Rhodes Scholar at Oxford, and he has held faculty appointments at the universities of Cambridge, Oxford, London and Harvard.

Dr. de Bono's concepts have been sought and applied by some of the largest corporations in Europe, the United States and Canada.

The Teleconference originates at the ACCC Conference in Hamilton and will be received here by a dish and will be interactive by telephone.

Douglas College has arranged for free conference fees for five faculty members on a first come basis, starting at 9:00 a.m., Wednesday, May 27. These tickets will be available from Barb Bessey and must be picked up in person. Additional tickets are available at a cost of \$225 for five and \$45 for additional participants.

For further information on this conference, call Virginia Chisholm, local 2122.

## ANNOUNCEMENT

It is on a sad note that we announce the recent passing on of a former member of the College Board, D.J. Hopkins.

John Hopkins was an active and keen Board member who served the College in a most admirable manner during the past three years. We were all disappointed earlier this year when John had to resign from the Board because of ill health and are now saddened by the news of his untimely death.

John was proud to be associated with Douglas College, and we have all lost a dear and sincere friend. He will be missed.

## CONGRATULATIONS

Congratulations to Susan McCaslin of the English and Communications department and to her husband, Mark, on the birth of a daughter - Claire Iris - on April 23, 1987. Susan should also be congratulated on her timing, as Claire arrived one week after Susan's final exam of the semester.

*Brian Marrs*

## WELCOME

I am pleased to welcome Ikuko Haraguchi to Douglas College.

Ikuko is the language and cultural assistant working in ESL and International Education. Her office is located in the 4200 area.

*Al Atkinson*

## FOR SALE

Two person rubber dinghy, with oars/paddles. Used twice. Perfect condition. Just imagine owning your own ship! \$50. Phone 294-4557.

*Murray Leslie*

## CAFETERIA CLOSURE

Please note that the main Cafeteria will be closed during 1100 - 1400 hours on Friday, June 5 due to a special booking for the Gerontology Association of B.C. Conference.

*Rita Chudnovsky*



## A Career for Those Who Care

***Five years ago, Marie Louise Turnbull was a high school graduate with little direction in her life. Like many young people, she entered the work force in a low-paying, retail clerk position.***

"Meeting people was the nice part of the job," she says. "But honestly, it was boring."

As two years passed, Turnbull came to realize that education was the one route out of her menial job, and hearing about the Psychiatric Nursing program at Douglas College was all the spark she needed for a new career.

Today, Marie Louise Turnbull is an auxiliary on call psychiatric nurse at the Maple Cottage Detox unit in New Westminster who works with voluntary clients going through withdrawal from alcohol and/or drugs.

"I'm glad I decided to go for it," she says. "I absolutely love it - it's everything I enjoy."

As a provincial health care nurse, Turnbull is responsible for the care and treatment of people who desperately need help. Whether it's administering medication or just lending a thoughtful ear, the work brings many rewards.

"It's very fast-paced," she says. "If a person comes into the centre while going through a tremulous withdrawal, there is often not enough time to ask a doctor what to do."

"The responsibility is left with the nurse to see that the proper action is taken."

Since high school, Turnbull knew she wanted to be a nurse of some type, and when she first approached Douglas College in 1984, she found the Psychiatric Nursing program offered one of the most exciting challenges, not to mention extremely good pay following graduation.

*"It sounded right up my alley," she says.*

And she was among the first-ever students in the program recently transferred from B.C.I.T.

"The instructors were good and really prepared us for graduation," she says. "For example, during our first on-the-job training everyone was very, very scared."

"Fortunately, the faculty knew exactly how we felt and were able to ease our tensions quite a bit."

*"Eventually, we realized that half the clients were even more frightened of us than we could ever have been of them."*

As a student, Turnbull was placed into three separate psychiatric and three general nursing settings. Here she gained the first-hand knowledge needed to succeed in her new career.

At the end of her final year of the two-year program, Turnbull entered the preceptorship -- a working experience where she was handed literally every responsibility of a full-time Psychiatric Nurse. The place was Maple Cottage, where she still works today.

"I chose the detox centre because I feel that addiction is the number one most ignored disease in all North America," Turnbull says.

"I finished the preceptorship in their unit on August 8 last year, and they hired me shortly after without even waiting to hear what my final grades were."

Her clients can be of almost any age and background, with a common denominator of a serious addiction which is ruining their lives. On the job, each day offers a new challenge.

"Each of the nurses at Maple Cottage is assigned their own clients. Our responsibilities include learning to help them handle everything from emotional to medical problems," she says.

"The clients also learn a lot from each other, and some of the workers are former addicts and alcoholics who can help the nurses to empathize with their clients and understand the cycles of substance abuse."

"When you communicate with a client there is more than just saying the right words," Turnbull adds. "You have to be aware of how people perceive you and what your mannerisms are."

In the Douglas College program, all students are given extensive training in the communications process including the proper styles of writing reports, the vocabulary of Psychiatric Nursing, and role-playing with actors in almost every potential work situation.

"One great thing about Psychiatric Nursing is that there's a growing need for our skills," she says.

"With the larger institutions like Woodlands being phased out, there are more smaller units and boarding homes with a need for even more trained nurses."

Just 23 years old, Turnbull has found a career that is both enjoyable and something to be proud of.



# Growing body of rulings has breathed life into Charter

BY KIRK MAKIN  
The Globe and Mail

Edmonton Journal publisher Patrick O'Callaghan was at a meeting in Toronto in late April, 1982, when he got the emergency phone call.

Combines investigators were ransacking his office. "I was told they were waving their little writs and going through my files without giving any reasons at all," Mr. O'Callaghan recalled five years later, still outraged.

Inc. — became the first real test of the Charter and whether the Supreme Court of Canada would give it life.

In a 1984 judgment ringing with the rhetoric of civil rights, the court struck down the broad powers of combines investigators. In future, all searches and seizures would have to be justified beforehand by an independent authority.

"Southam will always be recognized as a landmark of Canadian law," said Alan Gold, a lawyer who frequently writes about the Charter. "They couldn't have said

"It was like a secret-police raid. They made a blanket demand for anything in my files. I remember feeling that democracy is pretty fragile. So we decided to try the Charter out for size."

The decision was a surprise, considering Mr. O'Callaghan's strong editorial opposition to the Charter of Rights and Freedoms. Jean Chrétien, then justice minister, was so amused by the turnaround that he even called Mr. O'Callaghan to chide him.

Mr. O'Callaghan responded with a heated challenge. "I said to him: 'Now we'll

more clearly that the Charter is a real protection for the citizen — that we don't want to live in a society where our privacy depends on the whims of the police."

Mr. O'Callaghan is still no fan of the Charter, but he was gratified by the result. "I feel very happy about the case. Now you can't have vague accusers going on fishing expeditions in uncharted waters."

The Charter debate is far from over, but assessments of it have left the realm of

## The cutting edge of the law

find out whether your Charter is worth a damn.'"

The case — known as *Hunter v Southam*

31 PER CENT — Page A10

From the Globe and Mail, Monday, April 13, 1987

Continued on the following page.



# 31% of Charter applications have succeeded in the courts

● From Page One

abstract theory. There are many thousands of court decisions upon which to judge the document.

The Supreme Court of Canada has delivered about 25 Charter judgments and reserved judgment on about 20 others. Leave to appeal has been granted in nearly 70 cases, but none have been argued yet.

Figures compiled by F. L. Morton and Michael Withey, researchers at the University of Calgary, show that almost half the Charter applications to the top court have succeeded. Provincial appeal courts have agreed to 23 per cent.

Over all, about 31 per cent of all Charter applications succeed in the courts. Aboriginal rights cases have been spectacularly unsuccessful, while minority-language education cases nearly always succeed.

The courts have been most liberal — and overworked — in the sections dealing with legal rights against police and prosecutorial procedures. For example, trials must now be held speedily and the right to a lawyer has been expanded. Tainted evidence has been excluded 40 per cent of the time.

Five of Toronto's most distinguished criminal lawyers — Mr. Gold, Clayton Ruby, Morris Manning, Edward Greenspan and Marc Rosenberg — all said in interviews that the Supreme Court of Canada has lived up to most of their expectations.

"The Charter has taken the focus off the interpretation of statutes and put it on fairness and justice," Mr. Ruby said. "That fundamental change will shatter law as we know it. The law is never going to be the same."

However, Jamie Cameron, a York University law professor, said the most recent Charter decisions indicate that the Supreme Court of Canada may be backtracking on its earlier liberal approach.

Critics cite in particular a series of anti-labor decisions culminating in last week's rejection of Charter protection to collective bargaining and the right to strike.

By 1984, the lower courts were badly in need of guidance from the top court. Many heads were spinning from decisions outlawing such things as fingerprinting by police and the metric system.

In one chilling blast, the Ontario Supreme Court criticized the number of "bizarre and colorful" cases, which were demeaning the document.

Mr. Justice Thomas Zuber of the Ontario Court of Appeal agreed in a 1985 judgment. Justice is not a "fragile flower" that will wilt if tainted evidence is used in court, he wrote angrily. Some judges became coy about using the Charter at all.

The tidal wave of cases advancing on the Supreme Court of Canada came as a shock, Mr. Justice Gerard La Forest of the Supreme Court of Canada said in an interview.

"The impact has come faster than I expected. In hindsight, I must have been insane not to expect it: lawyers had the benefit of the whole U.S. constitutional experience. I call it an implosion. Suddenly, anything can come at you."

Mr. Greenspan said some people panicked unnecessarily at lower court judgments. "People shouldn't look at what a single judge decides. The greatest protection we have is the appeal process. To judge the Charter, you judge the Supreme Court of Canada."

Many of the early cases before the top court have been uncontroversial, which probably accounts for the fact that the constitutional override section has been used only once to render legislation immune to the courts. (Last year, Saskatchewan invoked the override to exempt a back-to-work law for striking civil servants who said it violated their freedom of association.)

But the acid test for Charter cases is on the way with judgments on the abortion law, Quebec's language laws and to Ontario's separate school financing bill, said Edward Ratushny, a University of Ottawa law professor. He predicted that the courts will continue to strike down laws, but they will be wary not to take over the role of legislating.

Many people are still holding their breath over provincial use of the override clause, said Roger Tasse, former federal deputy minister of justice. "If the provinces start slamming through legislation, it would emasculate the Charter," he said.

In the meantime, it is almost axiomatic that every Charter case leaves someone's ox gored.

So far, the most unhappy parties are probably the police. "We have

## The cutting edge of the law

had some terrible, terrible decisions," said Niagara Regional Police deputy chief John Shoveller. Each decision gets appealed up the line, he said, leaving the law in limbo.

"I think a lot of people are now totally frustrated and disgusted with the system," he said. "And, of course, the criminals love it. If an officer is wrong, he can be held accountable. But to turn a criminal loose doesn't serve justice or the public."

Crown lawyers, too, are unhappy about the number of cases that are being thrown out on technical violations, said Bonnie Wein, one of the Ontario Government's chief constitutional experts.

She said the overworked Crown's office is under constant pressure because many Charter challenges involve short notice, yet it is important for a Crown lawyer to be present for each one. Provincial Crowns co-operate far more nowadays in exchanging information about cases, she said.

In a recent article, Donald Stuart, a Queen's University law professor, played down the issue of law-breakers who go free. "The point is rather that, once the police adjust to their 'new' responsibilities, few such acquittals should occur," he said.

The sections guaranteeing fundamental freedoms such as speech, expression and religion have been used less than the legal rights sections — and fared less well.

In Ontario, for example, school prayers were found not to violate the religious freedom of minority

## Many police officials believe that rulings have tended to favor the criminal element

groups. And renegade lawyer Harry Kopyto was refused free speech protection for his angry utterances about police and judges sticking together as if joined "with Krazy Glue."

Continued on the following page.



On the other hand, Quebec's French-only sign law was found by the province's courts to offend freedom of expression, and other decisions have beaten back vague film censorship guidelines and customs regulations.

Unfortunately, keeping track of Charter cases in Quebec has become nearly impossible since government financing of a bilingual law report service was cut, Mr. Ruby said. "It is very bad for the country. No one really knows what is going on there with the Charter."

There have been less important decisions in non-criminal law largely because these cases take so long to go through the system, said John Laskin, another lawyer.

In one important case, the Supreme Court of Newfoundland struck down legislation that precludes injured workers from suing their employers. If upheld, it could gut workers' compensation schemes across Canada.

The separate school financing case in Ontario was another significant one, as was a Quebec decision that the province's French language law, commonly known as Bill 101, unfairly restricted education rights in English.

The Supreme Court of Canada cases which have helped shape the Charter so far include:

- The Big M Drug Mart Ltd. case, in which a federal law regulating store openings on Sunday was found to discriminate on religious grounds. Significantly, the decision recognized corporations as "individuals" with many Charter rights.

In the Big M case, the court interpreted the all-important Section 1 of the Charter, under which infringements are permitted if they can be "demonstrably justified in a free and democratic society."

To justify a Charter infringement, the Government must first show the law in dispute has a valid purpose; that it governs a matter of "pressing and substantial" concern to society. It must then show that the measures used in the law are not arbitrary, unfair or bring about disproportionate effects. Law enforcement officials went pale.

The Big M case also showed the Supreme Court was willing to depart from the gist of decisions on issues already dealt with under the Bill of Rights, said Mr. Rosenberg, the Toronto lawyer.

He said this means the legality of the death penalty, for example, is once again open to serious challenge.

- Regina v Oakes, in which a section of the Criminal Code of Canada was found to violate the Charter because a person convicted of possessing narcotics then had to prove he did not intend to sell them. Many other statutes involving this sort of "reverse onus" had to be changed.

- The Dolphin Delivery case held that trade union picketing was protected under freedom of expression guarantees. The judgment also determined that the Charter does not apply to private litigation.

- In Operation Dismantle Inc. v Regina, the court said the cruise missile testing program cannot be tested under the Charter. However, it said executive actions and Cabinet decisions can be reviewed by the courts.

- In Singh v Minister of Immigration and Employment, the court ordered oral hearings for all refugees whose claim for refugee status was turned down.

- The court struck down a section of the British Columbia Motor Vehicle Act under which people could be jailed for driving with an invalid licence — whether or not they knew it was invalid.

Many academics were in a lather over whether the decision meant the courts now have the power to go beyond the procedural fairness of a government decision, and weigh the actual content and the wisdom of it. "It was an exertion of judicial power of tremendous significance," said Kenneth Pye, a professor who specializes in Canadian constitutional law at North Carolina's Duke University. "The U.S. Supreme Court has only done that three or four times in the last 50 years," Prof. Pye said.

Among the decisions yet to reach the top court is the case of Mervyn Lavigne, a small-town Ontario teacher who succeeded in challenging the use of his union dues for political and social causes.

Mr. Lavigne was financially backed by the right-wing National Citizens Coalition. The case showed how the rights of the individual (particularly one with financial backing) can gain a dangerous priority over those of the majority and of Parliament, said Roy Romanow, former Saskatchewan attorney-general.

The cries of labor and other Charter critics were heightened when the NCC mounted a challenge in Alberta to a federal law prohibiting third parties from mounting election campaigns for candidates.

**NEXT: The supreme judges**





# interlock

Employee Assistance Society of B C

Head Office: 150 - 6400 Roberts St. • Burnaby, B.C. V5G 4C9 • Telephone (604) 293-1871

April 29, 1987

Dear Employees:

As the counsellor for your employee assistance program, I recently met with Rob Corbett, from Personnel and Lorraine Cotter, BCGEU rep. We discussed how to raise the profile of your program.

First of all and most importantly, I'd like to remind you that your EAP program is a confidential service and free for you and any member of your family. I know how difficult it is to pick up the phone and ask for help. It takes more courage to face a problem than to try and live with it without any outside help.

Some people think it is a sign of weakness to ask for help. After 15 years of counselling, I have learned that it takes a very strong person to admit they have a problem and find the courage to face it.

You can discuss any personal problem, -- emotional, marital, family, alcohol, drugs, vocational, legal and financial. Interlock provides assessment, short-term counselling, and referral to other community resources that have been screened by our staff.

If you are in need of confidential employee assistance counselling, call 293-1871.

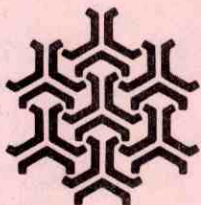
Sincerely,

Diana Stevan, M.S.W.  
Counsellor/Coordinator

DS:jms







## THE PARTNERSHIP EXAM

Last spring semester as I was readying my thoughts for the mid-term exam in a remedial Algebra course I was teaching, I considered how I would score and evaluate over 50 papers AND prepare for an exam in a Data Structures class I was taking. As is my custom, I gave the students a list of sample problems as review to work during class so that I could field their questions. I suggested that they work in pairs for discussion and learning.

As I observed the great eagerness with which they took on this task, it occurred to me—what a great way to GIVE the test! With 50 students, cheating is extremely difficult to control. If they were in Noah-Numbers, there wouldn't be a reason or an opportunity to cheat. (And all students seem to know by instinct the voice volume level appropriate for such an endeavor.) When I remarked to them in closing the class that this would, indeed, be the format procedure for the exam, their eyes widened in disbelief—like, "Is she coming off the wall or what?" I assured them that I was quite serious about my plan, explained that it would be an experiment, and added that "solo flights" would be allowed. The pairs would turn in one organized worksheet for the same grade for each partner. This meant that partners had to come to an agreement about the accuracy of the solution.

Students developed their own methods of sorting themselves. Those who seldom attended or prepared for class were left to fend for themselves. The workers chose not to share their expertise with the drones. The most overwhelming aspect was the atmosphere of work in action which, in a school situation, may mean that learning is taking place.

As the semester progressed, each pair found whether or not that pairing would work out. If it was not a good match, partners switched or went it alone. Some planned study strategies together. All had their own style, such as both working the problems, then comparing or deciding who was best at what type. But however it was managed, the students were the decision makers; and few, if any, complained about grading or problem difficulty level (even though it was generally agreed upon by the students that the problems selected were more difficult than on a "traditional" test in my class).

That was last spring. I continued the experiment for the rest of that semester. I tried it again in summer school. I am trying it again this fall. The only test where the procedure has not been allowed is for the divisional competency test given at the end of the course. That will be an area in which I can measure the degree of success of this testing procedure. It will be awhile before my data is ready for revelation; but the response, the sharing, the comradeship demonstrated by such statements as "How did WE do?" have been my encouragement to continue.

To a veteran teacher who has heard years of disparaging remarks about mathematics, it is, indeed, heartening to see students begin a test with genuine hope, to work at that task diligently and cooperatively and, yes, to show evidence of some enjoyment. In my opinion, the thought of cooperative learning holds many implications for individual growth and a sense of community that seems to be disappearing in today's world.

In the words of an ancient sage, "Come, let us reason together."

Barbara Lester  
Mathematics/Data Processing

For further information, contact the author at Ashland Community College, 1400 College Drive, Ashland, KY 41101.

**Editor's Note:** This strategy is the subject of another *Innovation Abstracts* issue ("Tandem Testing," Vol. VIII, No. 29). The authors of these articles are not acquainted but agree that this is a terrific idea and that "its time has come."





## THEATER FOR THE MIND: A "HIGH TECH" CLASSROOM

How far should we go in using high technology in the classroom? Does the "Sesame Street" generation demand that teaching methods be dazzling and fast-paced? Electronic aids make a whole new system of instruction possible. But is it worth it?

Any instructors who have fussed with a broken film loop, a burned out overhead lamp, or a cassette player that chews up tape are not very anxious to put their whole delivery system into the hands of machines. Can we depend on new technology?

And how about cost and depreciation? The best equipment and newest technology is over-priced; and as soon as we can afford it, the system is obsolete.

But wait! We could have said the same things about supersonic transportation, the venture to the moon, color TV, and defense missiles. If these improvements were worthwhile enough for transportation, homes, and national defense, why not for education? Why not do the best our technology makes possible?

Envision a "high-tech" classroom—students file into comfortable, adjustable, padded seats. Note taking is not necessary, since every important word is recorded by voice command and a hard copy is available after class. Therefore, individual desks are not necessary, but small folding desktops would accommodate those who wish to make individually-inspired notes that the discussions might generate. Overhead spotlighting on students' desks would allow attention to be focused in front on the instructor but still provide enough light for note taking.

The lecture/discussion involves a master teacher who constantly interacts with every student in the classroom by way of a touch-sensitive response system. This could be a full keyboard at each student station or a multiple choice pad of at least five buttons.

The instructor has a variety of teaching devices at his/her disposal. On the wall there could be a large flat-screen monitor with high resolution that displays color graphics and text, fully readable by every student in the classroom. A permanent computer helps the instructor coordinate a variety of experiences.

During the instructor's lecture times, main points can be punctuated by an outline, short video sequences, color graphics, or still pictures on the screen. The instructor may pause for "real-time" response by students on their response pads. The results could be simultaneously flashed on the screen and recorded by the computer. Student responses could be used for evaluation purposes, for feedback to the instructor, or for discussion. The immediate result and its impact on learning are self-evident.

Examinations take on a whole new dimension—immediate feedback. Questions can be stated on the screen, presented with graphics, punctuated with sound, described by picture, and then answered by the student. After a reasonable length of time, the instructor and the students know the results and continue to the next question.

Besides cost, the greatest objection to such an investment would probably be the aforementioned frustration that faculty have had with AV equipment in the past. The difference is that today we finally have dependable, practically maintenance-free, electronic devices that can be integrated into a complete system. Before now, there has always been a mechanical device that often broke down or a slow part that cut down the response time.

Another objection might be the training necessary for faculty. Something this exciting will make that problem non-existent. Many faculty are already scrambling to integrate the computer into the classroom. Grants are being given and workshops offered for this purpose. If such a classroom existed on the average campus, the biggest problem would be "Who gets to use it?"

I am convinced that if we think of the classroom of the future as a "theater for the mind," the cost, the development, and necessary problems will all be worth it. The combination of technology and the human expert in front of the class can stimulate the mind toward heights that the 21st century will require.

Lowell Stultz  
Mathematics

For further information, contact the author at Kalamazoo Valley Community College, 6767 West O Avenue, Kalamazoo, MI 49009.

Suanne D. Roueche, Editor  
April 17, 1987, Vol. IX, No. 12

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